Management and Re-tooling of Community Service Learning -A Competency-Based Curriculum Strategy for the Realization of Sustainable Development for Developing Nations

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Abstract

Ingrained in the Competency-Based Curriculum (CBC) is Community Service Learning (CSL), an instructional strategy where students are expected to actively address genuine societal challenges. This way, learning is made relevant and at the same time enhances students' moral, social, civic, self-efficacy, political, economic, analytical, and career development skills. This novel learning strategy is critical in facilitating the realization of sustainable prosperity, including Kenya's Vision 2030 development blueprint, which puts more emphasis on the connection between education and the labour market, fostering the acquisition of core competencies and life skills, and the necessity to fortify partnerships between the public and private sectors. This discourse explores the concept of CSL, its theoretical base, principles, and benefits, particularly in teacher education. Furthermore, the review delves into the implementation of CSL, including the possible sources of activities to be engaged in, projects to be carried out, and assessment.

Keywords: Community Service Learning, Competency-Based Education, Curriculum, Teacher Education & Instructional Strategy

Introduction

Managing and engaging students efficaciously in community service is widely believed to be one of the most appropriate means to concretize the learning that usually takes place in the classroom. Indeed, involving learners in community service has a lasting and positive impact on the learners and the society at large (Dewey, 1938; 2010). Celio, Durlak, and Dymnicki (2011) hold that service learning is a teaching as well as a learning strategy that is meant to incorporate community service within an academic program. Accordingly, service learning takes place once the service experience is brought back to the classroom to foster learning. Here, learners apply both academic knowledge and skills to address real community needs or problems. To achieve this, however, efficient management and follow-up with teacher-guided activities is critical.

From the onset, it should be noted that service-learning integration and management calls for a steady emphasis on both students' learning and dealing with real community needs and concerns. It is asserted in the Kenya News Agency (2022), that community service-learning extends learning beyond the classroom. The Republic of Kenya (ROK, 2020) notes that in the community service-learning strategy, learning happens through experiential techniques that manage and integrate classroom learning as well as community service to enable learners to reflect, experience, and learn from society. As a form of experiential learning therefore, service-learning not only entails students being involved in community service activities, but also applying such experience to their academic and personal development, as well as addressing genuine needs in the community.

It is worth noting that service-learning lays emphasis on student-centred learning approaches and techniques such as inquiry and project-based learning. As per the Kenya Institute of Curriculum Development (KICD, 2017), the project-based teaching methodology has been found to make content relevant and authentic. Indeed, if well executed, community service-learning stands to address a number of pedagogical challenges being experienced in the higher institutions of learning today, especially in developing countries as conceptualized in the Competency-Based Curriculum. The Summative Evaluation Report of 2009 revealed that the Kenyan curriculum was heavily academic and examination-oriented, hence limiting flexible pathways for identifying and nurturing learners' aptitudes, talents, and interests early enough to prepare them for the world of work, career progression and sustainable development (Biashara Kenya, 2019; KICD, 2016; KICD, 2018).

The fact that community service learning combines classroom learning and community service, allowing students to work with community members to solve local problems and to learn from their own experiences is significant, especially for higher education institutions in the developing world as part of CBC strategy. However, Pacho (2019) observes that although the service quest has always been considered to be a crucial component among many African institutions of higher learning, it has largely remained a neglected facet of the core mission of teaching as well as learning. According to KICD (2017), community service learning should be emphasized as it enhances the holistic development of learners. In addition, community service-learning if well managed and executed it promotes the transformation of society with respect to embracing desirable values, including the ethos of providing service to the community (ROK, 2020).

The Kenya Vision 2030 development plan emphasizes the link between education and the labor market (ROK, 2007). Among others, learners need to be supported to develop entrepreneurial competencies and

strengthen partnerships with the private sector. In its social pillar, the development plan aims to build a just and cohesive society where social equity and a clean and secure environment are cherished. Embracing community service-learning, therefore, will provide opportunities for empowering the citizens with the necessary 21st-century knowledge, skills, and competencies to realize the national development goals. This is also in line with the Constitution of Kenya which upholds such values and principles as social justice, equity, inclusiveness, and sustainable development (ROK, 2010).

Embracing the community service-learning strategy is key to the success of the Competency-Based Curriculum (KICD, 2017). This is because the strategy entails intentional and structured learning while also providing meaningful service to the community, consequently, leading to improved learning outcomes. More importantly, the learning outcomes in such a curriculum are linked to meaningful human, safety, educational, and environmental experiences as well as needs. At this point, it is worth reiterating that the learners work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development. Similarly, the service-learning strategy has strength in the sense that the practical experiences the learners are engaged in take place within their immediate environs and communities.

However, a number of criticisms have been advanced against community service- learning as an instructional strategy (Hainline, 2016; Celio, Durlak & Dymnicki, 2011). For instance, some critics contend that despite the growing adoption of service learning, particularly in higher education institutions, it is still not explicit as to what student outcomes and factors are associated with the more successful programs. Among others, such detractors argue that priority ought to be accorded to the results of student achievement as opposed to the mere amount of work done.

Theoretical Orientation of Community Service Learning

Both experiential and constructivist theories are applicable to community service learning. This is because they are linked to high degrees of learner participation, like active and applied learning. At the same time, community service-learning fits in with the paragon of the communalism African philosophy. Dewey (1938; 2010) emphasizes learning from experience, including linking the school to the community. Accordingly, the fundamental aim of education is to produce learners who are productive in society, irrespective of their diversity. It is on the basis of Dewey's ideas that David Kolb advanced the experiential learning theory which posits that the best way to learn is through being involved in related experiences (Kolb, 1984;2014).

Zentner (2011) asserts that experiential learning promotes the creation of knowledge as experiences are transformed. The benefits of experiential learning include presenting chances to put the learned experiences into practice and reflect on genuine life situations. In higher learning institutions, therefore, instructors should provide opportunities for learners to be involved in experiences in the community that are relevant to the content being studied. To achieve this, the focus should be placed on learning by doing and relating it to everyday life. This way, such learning becomes relevant to both the learners and the community.

Similarly, community service-learning is anchored on Vygotsky's (1978) as cited in Newman, & Latifi,(2021) social-cultural development theory which holds that learning and teaching are extremely sociable undertakings and that interactions with instructors, peers, immediate environment, and community impact students' emotional (affective) and intellectual (cognitive) growth (Anderson, 2016; Kim & Baylor, 2006). The theory contends that learning is efficacious when students share among themselves, with others, and their environment, both internally and externally. Students negotiate meanings with persons in their environment, and they attain their objectives by means of sharing, both directly and indirectly, with the instructor, resources, peers, and atmosphere entrenched in the setting. This theory reinforces the basic education curriculum framework in terms of crafting and idealizing the much sort paradigm shift that will enable the creation of rich learning environments that will inspire all students and assist them in achieving their latent abilities.

Furthermore, community service learning is in line with the teachings of the African philosophy of communalism. The same applies to *Ubuntu* or humanness, as acknowledged by many of Africa's notable thinkers. For example, Nyerere's view of education emphasizes true knowledge of the genuine needs in society (Nkulu, 2005; Nyerere, 1967 as cited in Silke, Joseph and Lukas,2023). Similar notions were held by both Nelson Mandela and Kwame Nkrumah, as were other African leaders and thinkers of great repute (Pacho, 2019). With respect to Kenya, the community service-learning instructional strategy augurs well with the *Harambee* spirit through which citizens pull together for mutual social welfare (Waithima, 2012). Indeed, this strategy will go a long way in realizing the aspirations of the Competency-Based Curriculum (CBC) that has been rolled out in Kenya.

Principles of Community Service Learning

For the successful execution of community service-learning programs, relevant principles need to be taken into account. According to Howard (1993; 2001), the following ten principles need to be borne in mind:

- Award credit for learning as opposed to the service offered: Whereas for classical courses learners' learning is evaluated through classical course resources like class deliberations, and library research textbooks among other parameters, in community service learning, learning ought to be assessed from classical resources, from community service, and also the amalgamation of the two. Thus, a credit award is not for undertaking the service, but for the learner's demonstration of civic and academic learning.

- Avoid compromising the academic rigor of the relevant course: Community service learners should not only be proficient or cram content for the sake of it but equally learn how to learn from the amorphous societal experiences and combine what is learned with the learning from other disciplines hence heightening the academic rigor of the leaners.

- Set goals for the learners: Establishing clear community service-learning outcomes is essential and beneficial. The addition of the societal component as a learning setting increases the learning opportunities. Thoughtful planning of course civic and academic learning goals is obligatory to be able to forecast what should be prioritized, as well as to utilize the abundance of learning prospects presented by community service involvements,

- Have a criterion in place to guide community service-learning placements: Facilitators who are careful in setting standards for choosing community service placements will discover that learners are able to benefit more from appropriate learning experiences from their own individual service experiences, and are more expected to fulfill course learning goals. Four criteria for choosing service placements are recommended by Howard (1993; 2001):

  1. Limit the range of allowable service postings based on the content of the taken course
  2. Restrict particular community service tasks and settings to those with the capacity to fulfill course-appropriate civic and academic learning outcomes.
  3. Relate the needed period of service with the part it plays in the attainment of civic and academic learning outcomes of the course.
  4. Allocate community service-learning projects that match the practical wants in the society as suggested by the community.

- Guide learners on how to benefit from the experiences undertaken: Owing to the fact that service learning is a course that requires students to utilize their field service experiences as part of achieving the learning outcomes, there is a need to engage learning strategies that aid learning from service involvements as opposed to merely requiring service-learning learners to record their service tasks and time taken in their journal assessment books. Teaching learning strategies that enhance critical thinking, utilization of field service experiences, and analysis should be utilized to guide learners. Attention ought to be given to learning tasks that foster the incorporation of academic and experiential learning. Such tasks encompass class presentations, discussions, and journal tasks that enhance the analysis of field service experiences in the context of the course's civic and academic learning outcomes.

- Offer meaningful educational interventions to foster learning: Many learners find it challenging to establish meaningful learning experiences and integrate the same with civic and academic course learning approaches. Facilitators can offer support to learning which can include openings to attain competencies for collecting learning experiences from the service setting through techniques like participant-observation skills and providing instances on how to efficaciously finish their projects.

- Bridge the gap between the student's community and classroom learning roles: Society and class are dissimilar learning settings and each needs different learner roles. Largely, the class is facilitator direction oriented with learners assuming the traditional discouraged passive role. Contrastingly, community service learning is characteristically limited in an educator's instructional role as learners are anticipated to take largely an active role as opposed to the facilitator. Juggling between the inactive student role in a class and the lively student role in community service learning can be very challenging and at times hamper smooth learning. The remedy is to structure the learning setting in such a way that learners take the same roles in both settings. Highly encouraged is re-tooling educators and re-structuring the traditional classes to embrace teaching approaches that engage learners more than the educator for the reason that while learners are engaged in the society, they are exposed to a lot of information to bring to the class for sharing and through cognitive research, it has been established that learners retain and internalize more content if they were actively involved in constructing own knowledge.

- Re-tooling the educator's role in the learning experience: There is a need to re-structure the class setup to reap productively from the numerous diversified community service-learning opportunities. Thus, facilitators will find Howard's 1998 prototype of 'Transforming the Classroom.' beneficial. The 3 - steps model starts with the old-style class setup concept in which learners assume a passivity role as educators take an active role in providing class procedures. In the second level, the educators start to re-socialize themselves towards a more facilitative role; while the learners, who were socialized for some time to assume passivity, gradually are encouraged to adopt an active role. In the 3rd level, with the tolerance of the facilitator, the learners start to adapt and obtain the competencies to take an active role in the class. Quite Often, at this level, educators will psychologically due to habits formed initially get worried that learning is not as adequate as when they were utilizing more teacher-centered approaches but with time normalization will be established as facilitators interact with multiple approaches and even integrate some for better learning outcomes.

  - Be ready for any eventuality or variation concerning the learning outcomes: In service-learning, given erraticism in-service practices and their powerful part in learners' learning, one is likely to expect more heterogeneity in leaner learning output and concessions to institutional control. Even when service-learning learners are subjected to similar experiences and similar readings, facilitators could anticipate that classroom deliberations will be less probable and the content of leaner projects will be less regularized than in courses short of service tasks. As a facilitator, are you ready for more heterogeneity in leaner learning outputs and some aspects of loss of control over leaner learning stimuli?

- Augment the community responsibility portion of the course on offer: Creating classroom learning approaches that not only foster academic learning but similarly inspire civic learning is vital for focused civic learning. Whereas most classical courses are designed for private learning that promotes the discrete learner, service-learning facilitators ought to consider engaging teaching-learning approaches that complement and strengthen civic lessons from the community practice perspective.

Mintz and Hesser (1996) as cited in Erickson, & O'Connor, (2014) emphasize five core elements in order to reap meaningfully from a community service-learning opportunity. These include considering the community needs and voice with a view to building bridges, making reforms and solving problems, conducting orientation for learners, and ensuring that the service being offered is necessary as well as valuable to the community. Other critical elements to be considered include widely reflecting on the experiences being undertaken and carrying out assessments to establish the effect of the learning experience as well as the efficacy of the program.

Benefits of Community Service Learning in Teacher Education

The community service-learning instructional strategy has many benefits not only to the learners, but the communities, organizations, student teachers, and other stakeholders involved as well. Evidently, it reinforces what is learned in the classroom through interaction with activities or experiences that address community needs (Gardner, 2002). Accordingly, it shifts the emphasis from knowing to doing. It is also important to note that the service experience is directly related to the curriculum learning outcomes.

Service-learning is beneficial to student teachers as it enhances their communication competencies, critical thinking, and compassion (Priest, Bauer & Fine, 2015). It also assists them in guiding their leaners during career selection sessions, comprehending intricate social matters, and on how to relate with wider society and its functionality. Scientific studies carried out by the University of Alberta on the longstanding effect of community service-learning on students revealed that over sixty percent of learners acquired constructive skills and values, which went beyond the direct course content to link the learning process to the larger society.

Furthermore, research has shown improved institution and society partnerships as a result of adopting service learning (Priest, Bauer & Fine, 2015; Kretzmann & McKnight, 1993 as cited by Van Dijk, Herrington, Crofts, Breunig, Burris, Sullivan & Thomson,2019). Moreover, nearly two-thirds of earlier community-based learners (sixty-four percent) attest that their involvement in community service-learning augmented their enthusiasm for community engagement beyond the completion of the related programs. Similarly, community service learning promotes the learner's growth in social skills by building strong and productive relationships with the community (Garoutte & McCarthy-Gilmore, 2014). Indeed, several studies suggest that a learner's participation in community service-learning is associated with positive outcomes with respect to attitude toward self, learning, civic engagement, social skills as well as academic achievement (Billig, 2000; Conway et al., 2009).

According to KICD (2017), community service-learning is expected to enhance the acquisition of the seven core competencies among learners as they engage with the community. These are communication and collaboration, critical thinking and problem-solving, creativity and imagination, self-efficacy, citizenship, digital literacy as well as learning to learn. Such are the competencies that student-teachers are supposed to demonstrate and hone as they proceed to the service and higher cycle of the education ladder.

Kenya's Ministry of Education and KICD, in collaboration with Educate! piloted a community service-learning program in sixty-five secondary schools in about ten counties in Kenya (Biashara Kenya, 2019; Educate! Annual Report, 2016). The pilot study showed that students who participated in the program were fifty percent most prospective to be hired from a base of seventeen percent in the comparable cohort; finalists were forty-four percent most prospective to initiate business ideas as opposed to their peers who did not participate; while those who engaged in the program received nearly twofold the revenue of their peers as they approached the tail end of high school.

The pilot study concluded that community service learning is an opportune concept whose ideation and execution were prompted by the shortcomings of the previous undertakings where the curriculum was focused on theoretical and not hands-on learning. Hence, community service learning is required to be actualized in teacher training institutions as it exposes the teacher trainees to more real-world learning to decipher what is in their intellect into practical skills as they purpose to impart the same to their leaners. It was also noted that community service-learning is a constructive support in the education experiences. It was emphasized that it does not only concentrate on knowledge annexation but, additionally, empowers teacher trainees and their learners with appropriate skills. Community service-learning, therefore, could add value to the teacher trainees and their learners as the practicum element resulting in openings for progression of talents, influence students' motivational levels and strategies to better their environment while empowering them with competencies and knowledge that will enable them to offer solutions to societal needs and challenges (Biashara Kenya, 2019; KICD, 2018; KICD, 2016).

Other conclusions drawn from the study were that community service-learning was a noble program for students who are not well gifted in academic achievement. It accords them opportunities to attain and expand skills and aptitudes. Furthermore, community service-learning is exciting, student-centred and the only practical subject that empowers teacher trainees and their learners to utilize what they have been taught in resolving challenges facing their various communities. Similarly, it concluded that community service-learning assists teacher trainees and their learners to love their own institution and enhance more responsibility and self-initiative.

Overall, the benefits of community service-learning as an instructional strategy resonate well with its objectives, including applying knowledge, values and positive attitudes to address needs and challenges in the immediate community; utilizing research, leadership, communication, financial and entrepreneurship skills and competencies to address challenges in the immediate community and participating in relevant projects within the institution and the community for the mutual benefit and learning (KICD, 2019; Gardner, 2002; Billig, 2000). Other objectives are involvement in local and national community activities as responsible citizens; embracing moral values and positive attitudes in day-to-day life; as well as appreciating diversity for harmonious living within the community.

It is important to note, however, that criticism has been raised against community service-learning as a pedagogical plan. In particular, critics argue that educators are doing a disservice to both the general public and students by allowing the academic setting in service learning to be similar to that of the classroom (Hainline, 2016). The detractors argue that experimentation is neither beneficial to the students nor the community. They hold that the focus ought to be on students' achievement instead of the work that they do. Indeed, such are potential areas for future research in community service-learning as an instructional strategy that is increasingly being adopted in the higher institutions of education, especially in developing countries.

Implementation of Community Service Learning in Teacher Education

As noted earlier, community service-learning is a teaching strategy that incorporates both classroom learning and civic engagement so as to educate and encourage students to be actively engaged in those activities meant to realize the needs and demands of the community (Pacho, 2019). However, while doing this, one ought to diligently reflect on the services offered as well as the learning that occurs from such experiences. It always needs to be borne in mind that community service learning is a more hands-on, practical pedagogical approach meant to enhance students' participation and abilities to appropriately apply knowledge, skills, and competencies to genuine life cases. It is also worth reiterating that this strategy can enhance the learning experience and improve the lives of not only the local but international communities as well. As this happens, the gaps between theory and practice, as well as academia and the community are substantially decreased.

The teacher training institutions, therefore, should liaise with the community and other relevant organizations in order to present the students with appropriate opportunities to actualize service learning. Given that the community service-learning competencies are best learned through relevant experiences facilitated by instructors or appropriate individuals for every segment as opposed to old-style lectures, Zlotkowski (2011) advises that learners engage in activities intended to support the achievement of the learning outcomes.

In Kenya, community service-learning is not only a pedagogical strategy but also a compulsory stand-alone subject in the senior secondary school cycle of education as per the CBC (KICD, 2017). At this level, each learner is expected to carry out at least 135 hours of community service throughout their three years in school. Consequently, and as one of their obligations, therefore, higher education institutions are expected to train human resource to implement community service learning in the entire education sector. Furthermore, it has been recommended that community service-learning be offered as a discipline among education students in universities in the country. It is anticipated that such a pool of personnel will strengthen community service-learning at the various cycles of the education system in the country.In the ensuing section, possible community service-learning ideas are highlighted.

Sources of Community Service-Learning Ideas in Teacher Education

The diversity of the community service-learning activities and projects students can participate in is quite large (Shabazz & Cooks, 2014). It includes partaking in conservation projects, waste disposal, tree planting, recycling, conducting scientific studies on diet, famine, and destitution policies for community service organizations, assuming the role of guardianship for an affiliate in the household, as well as preparing and helping to serve meals for visitors in social events and/or occasions.

Other such sources are scheduled work programs among the underprivileged communities, that is, the marginalized and deprived, through institutions and associated programs; assisting to design and run community programs for youths; engaging in sensitization programs on good ethnic relations and/or co-existence, human rights issues through peace education, picking litter, bush clearing and volunteering in sports coaching as well as mentorship.

Similarly, to enhance learning, students could assist their colleagues and other members of the community, including those with infirmities. Crafting and initiating vegetable gardens for diverse groups at home and school, arranging books in the community library as well as partaking in the Red Cross events and various clubs are other forms of community service to be considered.

It is worth reiterating that students who participate in appropriate community service-learning activities hone their skills and competencies in such critical areas as research, communication, collaboration, leadership, citizenship, financial literacy as well as entrepreneurship. Thus, students enhance their research skills as they investigate pertinent and contemporary issues in the community. This entails coming up with ideal ways and tools to use in collecting and analyzing data, as well as presenting the results.

In communication, students improve their skills as they engage with peers and community members (KICD, 2020; ROK, 2019). These include listening actively, asking questions, and using varied modes for presentation, to name but a few. As citizens, students are able to explore opportunities for engagement as members of not only their institution but also community, while providing a service for the common good. Such students also come to develop desirable leadership skills as they take up various roles within the community service-learning activities.

With regard to financial literacy, students are exposed to projects that involve, for example, sourcing and utilizing resources effectively and efficiently. In entrepreneurship, the students come to learn the various

ethical means of generating income through innovation in the different community service-learning activities undertaken.

Community Service-Learning Projects in Teacher Education

In carrying out the various projects, it is expected that the students will apply the knowledge, skills, and competencies learned in the various subjects. This will particularly foster the aspect of integration as far as community service learning is concerned (Mitchell, 2008; Morton, 1995 cited in Bringle,2010). For instance, students carrying out a project on seeking ways to promote ethical values as well as civic responsibility in both the university and catchment area may use knowledge and skills learned in various disciplines like history, literature, philosophy, life skills education, and theology to accomplish the task. Particularly, the integration of life skills education aspects in courses at the university level will give an insight into the concept of community service-learning, thereby providing guidance on how to carry out a related project.

So as to learn from each other, the learning approach needs to involve all the students in a given course, department, faculty, or school in carrying out appropriate projects. To achieve the envisaged objectives, the concerned instructors should guide students to execute simple but integrated community service-learning tasks. These activities can be done, especially, outside the class time. Field projects such as the teaching practice ones may be undertaken outside their own learning institutions, that is, where they are posted.

Steps in Conducting and Managing Community Service-Learning Projects

Generally, for a project meant to realize effective community service-learning, there are crucial stages to be diligently followed. A meaningful project will begin with the proper identification of a problem or need in the community. This is normally arrived at through research. Once the problem has been defined, the planning process to solve the identified problem in the community then follows (Ferguson, 2015). The process may include such considerations as what data collection tools will be used as well as where the data is to be collected, among others.

The next stage involves designing and/or proposing strategies to address the identified problem. This stage involves asking such questions as: How will the groups to be involved be divided? What resources will be used? After designing the relevant strategies, the proposed or recommended solutions are implemented accordingly, to address the problem. Indeed, it is after implementation that sharing and/or reporting of the findings of the project can be done. Last but not least, one needs to carefully reflect on the lessons learned, including the relevance of the project conducted.

Assessment of Community Service Learning in Teacher Education

In community service learning, assessment needs to be progressive, that is, being carried out at the beginning, during, and at the end of the learning process. Although it is difficult to grade the service component in this instructional strategy, it is important to provide some feedback and academic credit to the participants (Pacho, 2019). Accordingly, the aspect of academic credit can be integrated into the curriculum as one of the various means of assessing students. Among others, assessment in community service learning aims to measure the extent to which the learner can plan, organize, and undertake

community service activities; demonstrate their knowledge and understanding of community service learning; communicate ideas and information; use resources in support of the activity being undertaken; and work independently and cooperatively with others.

Indeed, it is important to recognize the contribution of participants engaged in community service by, say, awarding them a certificate of participation or recognition (Bandy, 2014; Pacho, 2019). This is because awarding both an academic credit as well as a certificate of recognition has a positive effect of encouraging students' involvement in the service-learning program, in addition to enhancing their chances of employability. Apart from establishing the effectiveness of the program, it ought to be borne in mind that assessment in community service learning is carried out so as to determine the impact of the student's learning experience.

Community service learning employs practical assessment to measure students' learning skills, knowledge as well as competencies in such areas as citizenship, entrepreneurship, financial literacy, research, and life skills. Assessment is also used to evaluate the ability to communicate ideas and information effectively. The practical assessment needs to be carried out in such forms as exhibitions, portfolios as well as logbooks. It is worth emphasizing that the evaluation should include projects, volunteer work, observation, written reports, learners' reflection, and individual as well as group assessment. The capstone community service-learning project should form part of the assessment.

Individual students, their peers, the service-learning instructors, and community mentors should be the key individuals carrying out the assessment. The choice of the assessment method ought to be determined by the intended learning outcomes, level of studies, learner characteristics, learner's prior experience, availability of resources, and delivery mode of the course content, among others.

Conclusion

In a nutshell, CSL being a novel learning strategy is critical in facilitating the realization of sustainable prosperity, including Kenya's Vision 2030 development blueprint which puts more emphasis on the connection between education and the labour market; fostering the acquisition of core competencies and life skills; and the fortifying partnerships between the public and private sector. Further, with this novel instructional strategy, students are expected to actively participate in addressing genuine challenges in society. This way, learning is made relevant, and at the same time, students' moral, civic, self-efficacy, social, political, economic, analytical, and career development skills are enhanced.

Recommendations

- The teacher training institutions should liaise with the community and other relevant organizations for the purpose of offering the teacher-trainee students with appropriate opportunities to actualize service learning.
- Teacher training institutions should strive to give community service learning a more hands-on, practical pedagogical approach with a view of enhancing teacher trainees' participation and abilities to appropriately apply knowledge, skills, and competencies to genuine life cases and in return to their teaching classrooms.

- Higher education institutions should be encouraged to supplement tertiary training institutions' efforts in training human resource to implement community service learning in the larger education sector.

- Several pedagogical techniques on how CSL should be integrated into the curriculum ought to be encouraged in teacher pre-service levels to assist in advancing teacher trainees' ingenuities in areas like active learning inclusion, flexible scheduling, multicultural thematic curriculum, team teaching, leaner-centered learning, and community participation.

- Deliberate initiatives should be purposed from the initial stages of training to nurture in pre-service teachers the habit of engaging in community service activities so as in return to model such community involvement for learners in their respective classrooms.

- Teacher pre-service institutions should inculcate in teacher trainees' pedagogical techniques on how to help their learners keep journals to record their community engagements. Carefully selected journal discourses, videos, and monographs of community participation need to be part of the learner portfolio presentation for assessment. Visitation logs into community organizations need to form part of the assessment process.

- The government through the Ministry of Education should create a vote in the budget to give grants to motivate teacher trainers and members of higher education faculty to conduct research and revise teacher trainee syllabi for service learning to global standards.

- The government through the relevant state agencies should develop a state-wide consortium to assist service-learning in teacher education that comprises the state department of education, and relevant non-governmental agencies among others.

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